

INTRODUCTION TO FIRST LINE MANAGEMENT

Unit Level

3

Unit Number

3017V1

Ofqual Reference

R/504/9013

Credit Value

6

Total Unit Time

60

**Guided Learning
Hours**

30

Good Practice

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 3 level of difficulty.

LEARNING OUTCOMES

1

Understand the role of the first line manager

ASSESSMENT CRITERIA

1.1

Describe the role and responsibilities of the first line manager

GOOD PRACTICE

Here you are asked to describe the role and responsibilities of a first line manager and it is advised that you take your own role or that of a manager with whom you are familiar. Much has been written about the role of a first line manager and so you will need to be selective if you are to work within the word count.

Your answer could describe some of the following:

- The role in achieving the tasks, planning and controlling
- How to build and maintain the team and team

			<p>focus</p> <ul style="list-style-type: none"> • The line manager as a leader and how to motivate, build and work with and through the team. You might also use models here for example, action-centred leadership developed by John Adair. • Developing individuals in a team • Effective communication with team members, and between team members and others • Continual learning for themselves and others in the team
	1.2	Explain the skills and knowledge required of the first line manager	<p>In this section you could build upon the answer to AC 1.1. Here you might use a number of leadership and management models, for example, John Adair's action centred leadership to explain the skills relating to getting tasks done and well. This might include some comments on</p> <ul style="list-style-type: none"> • Skills relating to data, information and knowledge • Behaviours and attitudes • Specific skills relating to time management, negotiating skills, objective setting, resource prioritisation, team leadership and planning but this should not be seen as the only skills nor should it be seen as an exhaustive list.
	1.3	Compare own existing skills and knowledge with those required	<p>A table illustrating a simple gap analysis comparing own existing skills and knowledge with those required could also be very useful.</p> <p>A stronger answer would include some use of models to support the explanation and these could include the following: Gentry <i>et al.</i> (2008) and Humphrey and Stokes who identified the nine</p>

			most important areas that supervisors and managers need to focus upon. Other models, however, could be equally useful.
2	Be able to construct a personal development plan	2.1	Construct a personal development plan that supports and develops existing and required skills and knowledge
			<p>Summarise how you have analysed your personal development needs i.e. what exercises have you conducted to determine areas where you need development in order to help you achieve your work objectives, and what were the main findings? Suggestions include:</p> <ul style="list-style-type: none"> • Appraisal discussions with your line manager • 360 feedback exercise • Review of leadership style • Review of learning style • Personality profiling • Personal SWOT <p>Construct a Personal Development Plan (PDP) which addresses your identified development needs. The headings in your plan should ideally ensure that the development objectives meet SMART criteria and show how you will know from the outcomes whether or not the development activities have been successful. See unit 3001V1 for further good practice on this subject. (Updated Feb 2015)</p>
3	Understand stakeholders and their needs	3.1	Identify the first line manager's immediate stakeholders and their needs
			<p>Here you should name the immediate stakeholders and their needs. This could be done in a tabular form. You could identify:</p> <ul style="list-style-type: none"> • The internal and external stakeholders of a line manager which could include the different types of stakeholders for example suppliers, buyers, customers, team members and other managers. • A description of how you identify stakeholder requirements specifications, questionnaires,

			<p>complaints, visits, telephone conversations.</p> <ul style="list-style-type: none"> • A list of those needs against each identified stakeholder <p>A more developed answer might include an example of your end to end supply chain /value chain and you might use a model to support this analysis for example, Porter.</p>
		3.2	<p>Describe the data and information available to the first line manager on stakeholder needs</p> <p>This section requires you to describe data available to a first line manager when working with stakeholders. Here you might find it useful to use the list of stakeholders identified in other sections of this assessment.</p> <p>You could refer to the internal data and information available in terms of management reports, worksheets and customer surveys for example. You could also refer to external data such as newspapers, trade and professional journals and external stakeholder web sites.</p>
4	Be able to plan to meet those needs	4.1	<p>Develop a plan to meet existing and potential needs of stakeholders</p> <p>This assessment criterion asks that you construct a plan to meet existing and potential needs. This can be in tabular form. Such a plan could include:</p> <ul style="list-style-type: none"> • Stakeholder needs • The key activities planned to fulfil existing and potential stakeholder needs • Critical milestones including meetings and reviews <p>A plan might also include some measures of success and here you might show how you have set SMART Objectives, or critical success factors</p>
5	Understand the need to develop and maintain working relationships	5.1	<p>Explain methods to develop and maintain working relationships</p> <p>Much has been written about this subject and it is suggested that the explanation should be supported by one or more models or writers to help you to develop your answer. You could</p>

				<p>explain the different types of relationships that you have as a team leader and could use some of the following to support your answer:</p> <ul style="list-style-type: none"> • McGregor's (1960) 'Theory X and Theory Y' • Burns' (1978) 'Transactional leadership' • Bass' (1985) 'Transformational leadership' • Blanchard, Zigarmi and Zigarmi's (1986) 'Situational leadership' <p>In developing your answer you might also comment on how your management style and behaviour might maintain and develop working relationships though for example:, for example:</p> <ul style="list-style-type: none"> • Motivation • Team building and team leadership • Performance review of team members • Developing the skills and attitudes of team members
6	Be able to manage team performance	6.1	Describe methods of identifying and supporting the performance of team members	<p>Here you are asked about methods for identifying and supporting performance. It is suggested that you use your workplace as an example and describe the various processes that you use. These could include:</p> <ul style="list-style-type: none"> • Appraisal • Peer review • Self-review • Coaching and mentoring • Team review <p>You are also required to address methods of supporting performance. In this section you may need to explore</p> <ul style="list-style-type: none"> • Current and future needs for performance

as there may be changes within the department/organisation

- How you measure performance and performance improvement
- The use of a control loop and your feedback cycle
- The organisational framework and context
- The benefits of training and development, coaching and mentoring
- The learning and development cycle and learning styles. You could use Kolb or Honey and Munford to support your answer

The processes for dealing with performance and capability within your organisation

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about the foundation skills and knowledge required of a first line manager.